



ECEAP Program Review: *Classroom Observation Checklist*

Contractor: _____ Reviewer: _____ Date: _____

Site: _____ Teacher(s): _____ FEL: _____

Observation start time: _____ End time: _____ # children: _____ # adults: _____

The daily routine includes:

- | | |
|---|---|
| <input type="checkbox"/> Free choice time
<input type="checkbox"/> Small group learning activities | <input type="checkbox"/> Hand-washing
<input type="checkbox"/> Meals and/or snacks meeting 1/3 of child's daily needs (1/2-2/3 if class is more than 4 hours)
<input type="checkbox"/> Tooth-brushing immediately following one meal or snack |
|---|---|

The environment (space and materials) includes:

(3.010, 3.050)

OBSERVABLE	Yes	?	No	Evidence*
1. Learning centers designed for freedom of exploration and experimentation				
2. Learning centers with materials that are easily accessible and attractively arranged				
3. Child-sized <u>indoor</u> equipment and materials <ul style="list-style-type: none"> • Allow for a range of children's abilities (moderately challenging) • Support play-based, hands-on learning 				
4. Child-sized <u>outdoor</u> equipment, materials <ul style="list-style-type: none"> • Allow for a range of children's abilities (moderately challenging) 				
5. Family cultures and languages of enrolled children are reflected in materials such as photos, posters, books, music, food, and toys				

The learning experiences are:

(3.010, 3.020, 3.030, 3.050)

OBSERVABLE	Yes	?	No	Evidence*
6. Active and multi-sensory ("buzz" of activity; children do, not just talk about)				
7. Based on learning through play				
8. Child-chosen and self-correcting (not mostly teacher-directed)				

The curriculum includes:

(3.010, 3.020, 3.030, 3.050, 3.070, 3.080, 3.090, 3.100)

OBSERVABLE (also look at lesson plans, converse with teacher)	Freq	Some	Rare	Evidence*
9. Planned activities and experiences to support <u>social-emotional</u> development such as communication skills, social skills, emotional intelligence, personal safety, violence prevention, self-esteem building, and appreciation of differences				
10. Planned activities and experiences to support <u>physical</u> development such as large and small muscle activities, medical and dental health, nutrition, personal hygiene, safety education, relaxation techniques, and sensory activities				
11. Planned activities and experiences to support <u>cognitive/intellectual</u> development such as decision-making, problem solving, creativity, language and early literacy, early math, science, art, drama, and music				
12. Activities and experiences incorporating the home culture, languages and life experiences of the enrolled children				
13. Opportunities for children to select healthy foods, prepare and serve meals and snacks, experiment with food, and participate in relaxed “family style” meals with child-centered conversation				

Positive guidance practices (adult-child interactions) include:

(3.010, 3.040, 3.050)

OBSERVABLE	Freq	Some	Rare	Evidence*
14. Positive guidance techniques (clear directions worded as “do” rather than “don’t,” redirection, descriptive encouragement, foreshadowing, choices, coaching, reflecting feelings, consistent reasonable expectations, modeling...)				
15. Classroom is free from corporal punishment, use of food as punishment or reward, and demeaning language				
16. Peaceful conflict resolution and negotiation used.				

*Evidence: Record what you heard or saw, as objectively as possible. Focus on the facts. Omit any inferences or opinions. Use additional paper if necessary. To elaborate in a “running record,” write full sentences to tell the story of what happened, while maintaining objectivity.